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ABSTRACT

This manual assists in developing workshops promoting personal growth through examination of one's attitudes, feelings and behaviors about sex roles in society. It is meant for facilitators who have minimal experience in group processes. Included are: a discussion of some considerations in designing a workshop, an analysis of the facilitators' role, a design checklist, a series of structured experiences, and an evaluation form. The bibliography is designed as a starting point for both personal exploration and the development of handouts to stimulate discussion in the workshop. (BN)

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I AM FEMALE YOU ARE MALE

a guide to sex-role stereotyping workshops

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To the Reader:

The purpose of this manual is to assist people interested in creating, designing and leading sex role workshops.

Because interest and sophistication levels vary widely among people who attend sex role workshops, exercises in this manual are not directed to any specific population. Rather, they are flexible enough to meet the needs of various groups interested in becoming more aware of stereotyped roles in our society and their effects on our interactions with others. Depending on the needs and time commitment of the group and the facilitator(s), workshops can be designed ranging from two hours to an all day experience.

This manual is for facilitators who do have minimal experience in group processes. The underlying philosophy of the authors is that human relations training focusing on the experiential process of structured group exercises is the best method for expanding awareness, stimulating growth and fostering change in attitudes and behaviors.

We wish to acknowledge those who have been a part of the preparation of this manuscript. Each of the following individuals gave of her/his time and creativity at one point or another throughout the process: Barb Watts, Rich Hollingsworth, Kath McCarthy, John Heidke, Sandy Shullman, Clarke Carney, and Dora Brittain, who put up with our many editorial changes and still managed to keep up with the typing. The material covering workshop design has been adapted from the writings of J. William Pfeiffer and John E. Jones of University Associates, and we gratefully acknowledge our debt to them.

We hope this manual challenges and assists those of you who, like ourselves, are committed to fostering positive change -- in all people.

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SEX ROLE STEREOTYPING: A Brief Overview

With the emergence of the current women's movement, a good deal of attention has been focused on sex role expectations and behaviors of men and women. Women have openly challenged some of the roles, especially the traditional ones, that they are expected to play. In the process, men have been encouraged to evaluate their sex role expectations for themselves and for others.

Where does sex role stereotyping begin and how is it perpetuated? Clearly, sex role behaviors are taught early in life by the adults with whom a child comes in contact. Parents differentiate in their treatment of boy and girl babies not only in terms of dress but also in terms of physical handling. Girls are handled more frequently and more gently than boys.

As the child begins to grow, boys are encouraged to be adventurous and explore the physical world around them; girls, on the other hand, are encouraged and rewarded for being passive and quiet. Boys are supposed to be messy and dirty; girls, neat and clean. As Lacy (1975) notes, "Stereotyping imposes an arbitrary limit on what a girl (or, for that matter, a boy) may aspire to..."

Boys learn to be "men." Men don't cry, show fear, exhibit indecision, or display their affections openly. Men like sports, especially rough ones, and are not to be fond of things artistic. Boys who favor music or the theater are often labelled "sissies."

Girls learn to be "women" but the values taught are markedly different. The rewards come when a girl is quiet, neat, attractive, gentle, and passive. Girls can be openly emotional and cry; they shouldn't be too fond of sports or rough-and-tumble activities.

The schools, parents, friends, and much of what is presented in the media tend to reinforce learning "appropriate" sex roles. The message is loud and clear despite the fact that it's often subtle - appropriate behaviors are rewarded and inappropriate behaviors are not.

The strongest messages about sex roles are found in the school, the home, and the media. Textbooks continue to portray boys and girls (and men and women) in traditional ways. Teachers tend to discourage interests that seem atypical, whether it's science and mathematics for a girl or literature and music for a boy. Despite the changes in the law under Title IX, many physical education programs provide extensive participation for boys and very little for girls. Girls and boys are not generally encouraged to take classes that have traditionally been for one sex or the other; the boy in home economics or the girl in a shop class is still a rarity.

Even in everyday language, there is ample evidence of implicit and explicit sex bias. Most of the generic terms for human beings are in the masculine form. Imagine the Declaration of Independence beginning with the words "All human beings are created equal..." or, better yet, "All men and women are created equal...?"

Many words which have no gender connotation are interpreted as masculine with qualifiers used when the term is applied to women. A doctor, for example, is a "woman doctor" if the person fulfilling the role is female. If the person is male, he is a doctor. Thus, there are lawyers and women lawyers, politicians and women politicians, poets and poetesses, actors and actresses. The implication is that women in these roles are somehow less than the real thing.

Men, too, are victimized by this gender identification attached to certain words. A woman in nursing is a nurse; a man in the same occupation

is a "male nurse." There are male hairdressers and male ballet dancers. The generic term; though not apparently sex related, cannot be applied equally to both sexes without qualification.

Sex role stereotyping is directly related to values. What is valued by society? What is valued by the individual within that society? What happens when values come into conflict or no longer appear to meet the needs of the individual or society? Can archaic values be discarded and new ones introduced?

Gardner (1971) noted that, "The goal...[should be] nothing less than to eliminate sex role stereotypes so thoroughly that one cannot tell from an actual description of a person's behavior whether the person is a female or a male." Yet, sex roles and appropriate sex role behaviors are a basic cornerstone of any society. Changing attitudes and beliefs about sex role behaviors will entail changing some basic belief systems that people have long accepted and valued. Margaret Meade (1975) wrote, "Since the beginning of social life, the performance of men's activities, however tedious, dangerous, or humdrum, has been associated with ideas of achievement that both men and women have mistaken for innate superiority..." The recent women's movement (and before it, the civil rights movement) has challenged that idea of male superiority on a number of fronts.

There has been much resistance to discussion of sex role stereotyping because the implicit values appear essential to perpetuation of the "American way of life." But is it, perhaps, not time to reevaluate and reexamine those values upon which sex role stereotypes are based? What was appropriate behavior on the frontier no longer worked in an emerging industrial society, so values changed. Is it possible that values appropriate to an emerging industrial society are not relevant in the mid-Twentieth Century?

In colonial America, there were clear divisions of labor on the basis of sex. The agrarian society and the nuclear family required that all people--men, women and children--work and contribute. It was a matter of survival. Because a major function of women was childbearing and childrearing, women's work tended to center in the home. Cooking, weaving, spinning, gardening, and sewing were essential tasks that could be combined with child care. On the other hand, hunting, fishing, and farming required mobility. These, therefore, became the primary tasks of men. Together, a couple covered all of the areas important to survival on the frontier.

With the rise of an industrial economy in the early 19th century, however, there was a marked change in the roles and role expectations for women and men. Men began to work for wages; they were employed by others rather than tilling their own land. The "value" of work was no longer measured in personal terms but, rather, in terms of how much one could earn in relation to others. Women began to buy goods and services rather than pursue home industries. Urbanization accompanied industrialization and made a consumer society feasible. Relieved of her meaningful and direct contributions to the survival of the nuclear family, women were left with childbearing and -rearing as their primary tasks.

As role expectations altered perceptably during the 19th Century, women ceased to be accepted as strong co-workers of men and became fragile, delicate creatures to be protected and shielded from the realities of life. Women represented purity and virtue. Women were not to be intellectual because that was too much of a strain. This new sex role behavior for women was exemplified in the "Cult of True Womanhood," an unwritten code of behavior to be followed by both men and women.

Men, because they spent much of their time in the marketplace, were defined as hard and insensitive. They were to be active and aggressive in their work, strong figures in their family, and active participants in community life. The concept of the patriarchial family emerged with dominant fathers and gentle, submissive mothers.

Sex role behaviors traditionally accepted today for men and women grew out of the consumer-oriented industrialism of the 19th Century. The dominance of men and the submissiveness of women are reinforced by the major social institutions - the church, the school and the government. The problem is that today many people are no longer willing to accept those roles' definitions. People want alternatives and options to traditional expectations.

Discussing his experiences with male consciousness raising, Farrell (1972) noted:

> We...made our first real male friends since school. We have felt some relief from the pressures of bread-winning, from having to have solutions to all the problems. We have become closer to our children as we've overcome the "humiliation" of fully participating in their rearing from birth. We can empathize better; without the pressure to solve everything, we can listen to and learn from women...

In other words, the traditionally valued (and stereotypic) sex role behaviors were perceived to change in ways that freed men to participate more fully in the lives of others, to assess their own goals in terms of what they valued rather than what society said they were to value.

Women, too, have had heightened awareness as a result of consciousness raising. Yet, for women the process of defining a new system of values and appropriate behaviors to accompany that system is difficult. Role expectations have historically excluded meaningful work outside the home, participation in politics, and behavior that is both assertive and positive.

When Broverman and colleagues (1970) studied responses of a group of mental health professionals, they discovered that descriptions of mentally healthy men and mentally healthy women differed. Further, the male description more closely paralleled the description for a mentally healthy person than did the female description. Women who exhibit "male characteristics" of aggressiveness, competitiveness, objectivity, independence, and control are sick! But men who exhibit precisely those same characteristics are healthy. On the other hand, men who are passive, non-assertive, non-competitive, emotional, and unobjective (all female traits, according to the checklist) are also sick.

If one considers such data in light of implications for changing sex-role behaviors, the problem becomes clear. Societal values will resist challenges by men and women who choose to behave other than in the traditionally accepted ways. As a starting point, men and women examine their sex role expectations and redefine what is and is not acceptable. It will be necessary to first identify one's own system of beliefs regarding sex roles for oneself and for the opposite sex. The purpose of this manual is to assist in that process.

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Designing a Workshop: Some Considerations

This manual will assist in developing workshops promoting personal growth through an examination of one's attitudes, feelings and behaviors about sex roles in society. The workshop format is effective in stimulating learning because of the extensive involvement by participants. Lectures tend to encourage a passive response and result in minimal learning or attitudinal change. Workshops, on the other hand, focus on active involvement by the participants and frequently result in the internalization of new concepts and ideas.

A primary consideration in the initial stages of workshop design is the skill of the facilitator. A person trained in human relations skills will approach the design phase with a wealth of experience in group processes that a novice cannot hope to match. For the novice designer, careful assessment of skills in interpersonal group dynamics should precede any attempt to facilitate a sex role workshop. Such an assessment should include not only group skills but also an awareness of personal values and attitudes about male/female interactions and ascribed sex roles.

Development can be thought of as movement along a continuum, whether considering the development of the facilitator's skill or the growth of the workshop participants. We can diagram the model in the following way:

Awareness --- Exploration --- Commitment

Thus, the first stage for the workshop design is awareness on the part of the facilitator of his/her skills, biases, motives, and goals. A second stage is awareness of the design options including written material, experiental exercises, and narrative that will both be within the range of skill and meet the specific goals set forth. Finally, there is commitment to the basic design.

In thinking about sex-role stereotyping workshops, one must first be aware of the pervasive influence of sex roles in our culture. The impact of sex role expectations and stereotypic attitudes permeates all aspects of life: home, family, work, religion, education, and leisure. The choices people make are influenced by the recognition of appropriate sex role behaviors and options or alternatives to them. Most of us develop strategies for coping with stereotypic attitudes. These include: confrontation, withdrawal, talking one-to-one, or involvement in groups.

The majority of the exercises included in this manual are directed toward promoting awareness of the participants. It cannot be emphasised too strongly, however, that awareness is not an end in itself. It is our belief that group facilitators should be sensitive to the need for transference of learning and experiences from the workshop setting to the real world. At the end of the workshop, there should not be a sense of closure which leaves the participants feeling there is nothing further to accomplish.

Ideally, a sex role workshop is the beginning point, an introduction to non-sexist ways of behaving, feeling, thinking. Facilitators need to be aware that participants may not make this association for themselves. While it is outside the purview of this manual to explore in-depth behavioral change techniques, the facilitator should at least be prepared to offer some "Where do I go from here?" comments at the conclusion of the workshop. What other experiences, services, and opportunities for increased awareness exist? How might the facilitator or other resources in the community be used?

Participants should be encouraged to use each other as resources outside the group setting. People who interact frequently might "contract" with

each other to focus on specific behaviors that need change or modification; individuals might keep diaries or journals of experiences and reactions to them as a means of increased awareness. Even a follow-up workshop might be planned for the near future to build on the initial awareness.

Facilitators should emphasize that the initial workshop is only an introduction; the task of building on the experiences is the responsibility of the participants once the workshop is over.

Design Considerations

In order to insure that the workshop will be a positive experience for both facilitator and the participants, there are several points to keep in mind in planning. Listed below are the design parameters that every facilitator needs to consider.

1) The contract - The goals and general outline of the session need to be specified to the group before beginning. Since everyone is working together to increase learning, it is important that the participants are aware of the facilitator's goals, expectations, and group norms.
2) Length and timing - How much time is available to achieve the goals? The various parts of the workshop are chosen with a sense of how long they will take, any other time limits, and the necessity for not rushing the group. Timing refers to the aspects of choosing when to schedule the workshop--will it be the middle of mid-terms? On a football Saturday?
3) Location and physical facilities - How big a room is needed? Will the location be relatively free from interruptions? Conducive to discussions?

4) Familiarity of participants with each other - Certain exercises are more productive when group members have a certain amount of knowledge about each other. In any case, sensitivity of the facilitator should be directed to establishing a level of trust and communication that promotes open and honest disclosures from participants.

5) Training experience of participants - In general, students will be relatively inexperiences and the design should be chosen and paced accordingly.

6) Availability of qualified staff - If the facilitator is not totally sure of her/his skills in either design or implementation, arrangements should be made for input from an experienced person, and/or co-facilitation, with a more experienced group leader.

7) Number of participants - If the design can accomodate only a limited number of people, enrollment should be restricted. Thought should be given to what changes might be necessary if more/fewer people show up. (e.g., will another room or facilitator be needed?)

8) Access to materials - If certain supplies will be used or refreshments served, materials should be assembled before the group meets.

9) Opportunity to follow through - This area involves both evaluation after the workshop and ascertaining if participants want further experiences, either individually or as a group. The facilitator needs to be aware of available resources for follow-up.

Workshop 101: Choosing a Basic Framework

Once the facilitator has carefully considered his/her own experience with sex role stereotyping and his/her own skills as a facilitator (awareness) it is time to begin considering the basic design of the workshop itself. The following areas should be explored:

1. Structured Experiences - These can be wide-ranging and adaptable. As the structured experience is usually the core of the short workshop, selecting those appropriate to the facilitator's skills and goals is important. Think about the type of person who may attend the workshop and examine a number of different structured exercises that might be included. Several are included in this manual that might be used intact or modified to meet the needs of a specific group.

2. Instruments - Questionnaires, surveys and tests provide information for both participants and facilitators. These can be used for structured discussion or sharing. If any written instrument is used, it should be carefully explained to the group. Often people are reluctant to put data about themselves in written form without some awareness of the purpose and use of that data. It is not advisable to use complex or intimidating instruments in a workshop. Most participants are sufficiently anxious about the group experience without adding the press to "perform" on a test.

3. Involvement through discussion and group processing - Processing is verbal interaction among the participants that helps them to integrate their experiences during structured exercises. It can occur within the context of the total group or in smaller groups. The most significant learning in a sex role workshop usually does not come from the exercise itself but, rather, from the discussion and processing which follows. Here, the skill of the facilitator comes into play. A trained facilitator will focus on how the participants felt, what they noticed about other group members, what

they learned, and how they perceived the group process. All participants should be encouraged to enter into the discussions but none should be forced.

4. Lecturettes - A short talk by the facilitator which highlights major concepts or aspects of the structured exercises usually serves to clarify key issues or thoughts. It is an effective way to assist the participants in considering ways to transfer new thought to their everyday life. Many facilitators use visual aids during the lecturette to further clarify or define the material.

5. Evaluation - Evaluation is needed to assess the impact, if any, of the workshop on the participants. This will be helpful to facilitators in developing their own skills, deciding which experiences to use with particular populations, and indicating areas for further group exploration. A sample form is provided in Appendix A.

The Role of the Facilitator

A facilitator has a number of roles to fulfill in the planning and implementation of a workshop on sex role stereotyping. Among the roles are:

1. Designer who plans and organizes the materials according to the goals and objectives specified.
2. Manager who arranges facilities and materials.
3. Facilitator of the actual sex role stereotyping workshop.
4. Process Observer who monitors the group experience.
5. Processor who provides feedback following the structured experience.
6. Lecturer who provides information to the group members.

In designing a workshop that is relevant and effective, a crucial first step is the setting of specific learning goals. The goals should be stated in behavioral terms and should be measureable. Unless the outcome of the workshop can be measured in some way, it is difficult to assess what has been accomplished.

The facilitator, in addition to design skills, should be sensitive to participant responses during the course of the workshop. Are individual participants tense or do they appear to be concerned about the exercises or the content? Are there any participants who appear to be having difficulty with group process? The novice facilitator should carefully assess the probable reactions to various exercises in the design phase; in addition, however, careful monitoring of the process during the workshop is essential. Working with a co-facilitator usually permits better process observation and monitoring of individual reactions/concerns.

As the workshop progresses, the facilitator should be aware of necessary adjustments and modifications that need to be made. No workshop design, however thoughtfully prepared, is likely to work exactly as anticipated. The response of participants to a certain segment may indicate the need for more (or less) activity; certain exercises may take more or less time than anticipated. Using the data gathered from the participants as they progress through the workshop, a skilled facilitator will make adjustments and modifications as needed. What was planned in the abstract often works differently in practice.

It is important that the beginning facilitator work through a series of logical steps before attempting to conduct a sex role stereotyping workshop. The following checklist should be of some assistance.

A Design Checklist

Nine major considerations will be discussed in this section to guide the facilitator as she/he begins the process of designing a workshop. This list of major dimensions constitutes a "checklist" of do's and don'ts for design.

1. Investment and Involvement

It is important to avoid having a passive audience for any length of time during the workshop. Every participant needs to have something to do during the planned sessions. If there is going to be a lecturette, the facilitator may stress active listening. If she/he is using a structured experience, roles may be assigned so that every person has something to do that contributes to her/his own learning within the context of that experience. The important thing is that from the very beginning participants are led to accept responsibility for their own learning within the workshop context and that ample opportunity is given for them to act out their responsibility through participation.

2. Sequencing

Each activity should build from the previous activities and toward the next one. That is, every component of a workshop design should fit into an ordered scheme that contributes to attainment of the workshop goals.

3. Content

It is important to use applicable and practical content whenever possible. This is particularly true in sex role workshops. The content of the exercises needs to closely parallel the concerns and situations that participants encounter in their daily lives. A number of techniques can be employed within the workshop to ensure that the content of the learning design is relevant to the participants.

Some useful stragegies are:

a) asking participants to make notes to themselves about particular feelings they are experiencing, thoughts they are having, persons to whom they are reacting, and so on. The "think-feel" card, on which participants are to record their reactions at any particular

point is a useful device. On one side is written a sentence beginning with "I feel." This process of defining "thinking" and "feeling" often heightens the willingness to share reactions with other participants.

b) listing participants' concerns on newsprint or a chalkboard. Such a list may include issues facing the group at any given moment, problems facing the group, controversial topics, persons, etc. Participants can be asked to rank the list according to some criterion such as urgency or influence. Often it is useful to ask participants to perform a ranking independently to establish their own point of view, then divide them into small groups to develop a consensus ranking of the material.

c) forming pairs (dyads) and asking participants to interview each other with regard to their reactions to a given issue, event, etc. Often this is used as an exercise in active listening. Ordinarily the interviewer should not make notes but should paraphrase very often what she/he hears to make certain she/he is not distorting what the other person is saying.

4. Processing

Perhaps our firmest commitment in workshop design is to make absolutely certain that there is adequate time for processing the data that is generated by the workshop components. It is the processing activity itself, which immediately follows every learning experience, that facilitates the transfer of learning to everyday life. Processing refers to talking through behaviors and feelings that emerge in a particular structured activity. Providing sufficient air-time within the workshop design to permit sorting out and sharing reactions cannot be over-emphasized. A number of structures have been developed to help participants in processing data. Some of these structures are:

a) using participants and facilitators as observers in particular structured experiences. It is sometimes useful to provide process observation recording forms on which the observer may make notes during the exercise.

b) using the group-on-group (fishbowl). A large group is divided into two smaller groups - the "inner" and "outer" groups. The inner group processes while the outer group serves as the process observer. What lends potency is that the group operating within the "fishbowl" is under considerable pressure to work at focusing on process. In addition, the group can use the outside participants as consultants for their own internal functioning.

c) increased air time for any given participants by breaking up a large groupinto a number of smaller units of three to six. Sub-grouping performs the function of giving people a chance to be heard and understood very rapidly, and it can heighten the get-acquainted process.

d) using the learning which occurs in the workshop to have participants focus on particular things that they have been doing by developing contracts, or promises with each other which they can then attempt to fulfill in the time remaining and/or with planned follow-up built into the contract. As previously discussed, sometimes the process of contracting can lead to useful application in the back-home setting.

5. Pacing

It is important for the facilitator to keep things moving and to avoid passivity and boredom, but she/he must be sensitive to the effects of fatigue on the participants. One can design a workshop that has such a break-neck pace that participants come out of the event having been over-loaded with stimuli. Some time is needed for people to think things out. Free time

needs to be built in simply to give people an escape from the heavy work demands of a workshop.

As a general rule, when things begin to drag, it is probably time to make a change. Sometimes the most effective change is simply to point up the process that is emerging and to help participants in inderstanding its nature. In a group meeting, for example, if there is a long silence, it may be important for the group to deal with the responsibility of the individual participants to avoid dysfunctional quiet. If the pace is characterized by frequent interventions on the part of the facilitator, it may lead to dependency on the part of the participants and they may come to expect her/him to make things happen. The pace of the events within a workshop, then, should be dictated by the fatigue effect, the necessity to provide plenty of time for adequate processing of data, and the need not to permit group dependency on the facilitator.

6. Goals

As previously indicated, it is critical for the facilitator to know the priorities and learning goals of a particular workshop, to be able to specify them clearly, and to be able to keep the experiences goal-directed. It is important that she/he also be able to help participants clarify their own personal goals if they are unclear. Every person in the workshop should have some understanding of why she/he is there.

7. Norms

It is vital that the facilitator establish and maintain a sense of openness, experimentation, and sensitivity to self and others. Openness means nondefensiveness toward feedback, sharing information, criticism, etc. Experimentation means trying new behaviors within the workshop. Sensitivity to self and others means that participants should be aware of their feelings and attempt to be aware of the readiness of others to get involved with them in an open interchange of here-and-now data.

8. Data

Thoughts, feelings, and behavior are always present at any given point in the workshop. Sometimes during a particular exercise participants may comment that nothing is happening. Often this is simply evidence that they are not sensitive to the complexity of the emerging process. The techniques that have been discussed above can be effective in using here-and-now phenomena as part of the workshop learning goals.

9. Flexibility

The workshop designer needs to use maximum data from the exercise to modify the design in any way that meets the learning needs of the participants. This means that she/he avoids "packaged" designs which are pre-planned in such detail that individual responses are ignored. Over-design the workshop by including a variety of options but remember to remain sensitive to individual needs and variations.

Structured Experiences

The following structured experiences are presented for incorporation in a workshop design. They have been successfully used with many diverse groups, often with slight modifications. We suggest facilitators use them both in their current form and as a stimulus for their own creativity in designing other experiences. The representative bibliography provided in this manual can serve as a source of additional ideas or exercises and handouts to be used in conjunction with a workshop.

THE BUS RIDE - A ROLE PLAY [1].

Goals

I. To demonstrate differences in behavior towards same and other sex persons in a similar situation.

II. To experience how stereotypes affect an everyday activity.

Group Size

Ten to 25 persons.

Time Required

About one hour.

Materials

Chairs, role cards

Facilitators

One female and one male

Process

I. Facilitator solicits three male and three female volunteers from the group, and takes them into the hall or another room for further instructions.

II. Instructions to the six volunteers are as follows:

From this point on, they are not to speak to one another until they re-enter the room.

They are to read the following role card and prepare to act out the situation.

Although everyone has an identical role card, the facilitator implies that each person has a different card.

The cards read:

> Do not share this card with your partner or other role players. You will have 3-5 minutes to act out the following scene: you and your companion are in a class together on West Campus. You know this person's name, but you've never talked or gotten

acquainted. It's Thursday afternoon and you're leaving class to catch the bus running back to main campus. The bus is waiting in the next room. Bu the time you arrive on the main campus, the two of you should have agreed to attend a concert on Sauurday night and settled the details. You decide which concert. Remember to behave as you would normally.

III. While instructions are being given in the hall, folding chairs are arranged to simulate a bus. Remaining participants are told they will be serving as observers, and to watch for differences in the three scenes. Verbal and non-verbal communication should be noted.

IV. Role-players are sent in to do the role-play in teams in the following sequence: 1) Two women
2) Man and woman
3) Two men

V. After all three role-plays, processing focuses on the differences and similarities amnng the interactions in such areas as introductions, communication styles, initiating/following. The relationship between the role plays and everyday life is discussed.

NOTE: The bus ride was chosen to portray an actual event on the Ohio State campus. Similar situations may be created in an elevator, car pool, dining hall, etc.

[1]·Created by Barb Watts and Rich Hollingsworth

WE CAN'T ALL BE MISS/MR. AMERICA[1].

Goals

I. To create an atmosphere of trust, openness, and understanding among the participants.

II. To discuss stereotypes present in society.

III. To encourage participants to go beyond traditional feminine/masculine stereotypes.

Group Size

No limit.

Time Required

One hour minimum.

Materials

Newsprint, felt tip markers, booklet with discussion questions, pencils and paper.

Physical Setting

Confortable room of adequate size.

Process

I. Facilitator distributes paper and pencils and instructs participants to take one minute to write every word they can think of that is self-descriptive. Time is called after one minute and participants are instructed to keep their cards.

II. Group as a whole generates two separate lists of phrases describing the ideal woman and the ideal man. The phrases are recorded on newsprint and posted where they can be seen.

III. Facilitator then reads out each item on the lists, and participants indicate whether the word or phrase describes themselves. Agreement may be expressed by "thumbs up", disagreement by "thumbs down".

IV. The experience may be processed in the total group or smaller groups of four to six people. Discrepancies between the real and the ideal relating to sex roles are emphasized, as well as the consequent feelings of participants when they don't correspond to the ideal. To promote discussion, booklets may be distributed which include the following questions:

a) What things do you like about being a woman/man?

b) What things do you dislike?

c) Have you ever felt limited because you are a woman/man?

d) Why do women wear make-up?

e) In this world, how important is it for women/men to be physically attractive? Has this affected your own life?

1. Created by Barb Watts

TALKING ABOUT SEX ROLE EXPECTATIONS[1].

Goals

I. To facilitate coed discussion of the impact of sex roles on female-male interactions.

II. To explore the possibility of relationships between sexes that do not depend on fulfilling sex role expectations.

Group Size

At least eight, approximately equal numbers of males and females.

Time Required

One hour.

Materials

Structured conversation booklets (see process).

Physical Setting

Room large enough for several small discussion groups.

Process

I. Facilitator instructs the women to form pairs, and gives them four copies of the structured conversation booklet. Each pair then selects two men with whom they will conduct the dialogue.

NOTE: The conversations may also be held in pairs of one woman and one man.

II. The following questions and statements compose the booklet. They are typed one question per page on small strips of paper and assembled into booklets.

TALKING ABOUT SEX ROLE EXPECTATIONS

This series of questions is intended to help men and women talk to each other about traditional sex-role expectations. Please be as open and honest as you can in answering and discussing the following questions.

Please answer the questions in sequence; do not look ahead!

1. Begin by sharing what you have written on your cards in response to the question: I believe men/women expect me to be_____.

2. Check with the men/women in your group to see if they in fact do expect what you think they expect.

3. How do you feel about the traditional male/female stereotype and the expectations that have been placed upon you because of it?

   Feelings are important in answering this question;
   try not to intellectualize by telling what you think;
   focus on how you feel.

4. In what ways do the sex role stereotypes of masculinity and femininity help you in your interactions with others?

5. In what wyys do the sex role stereotypes of masculinity and femininity hinder you in your interactions with others?

6. How do you feel when you talk about sex role expectations with members of the opposite sex? (How have you felt during this discussion?)

7. During this discussion did you have things you wanted to say which you did not express? If so, why do you think this happened?

8. If you finish with the questions before everyone else, please go back and discuss further the one or two which most interested your group.

III. The total group is brought together and persons are asked to share their feelings and reactions to going through the dialogue.

1. Created by Barb Watts and Rich Hollingsworth

DATE, FRIEND OR ?[1].

Goals

I. To explore how stereotypes affect expectations of dates and friends.

II. To examine the relationship between sex roles and social roles.

Group Size

No limit.

Time Required

Approximately one hour.

Materials

Newsprint, felt tip markers, note cards.

Physical Setting

Room large enough for several small groups with minimal noise interference.

Process

I. Facilitator instructs the participants to form three groups of women only, and three groups of men only.

NOTE: This exercise can also be used with single-sex groups, employing the same process.

Groups move far enough apart so they cannot hear each other.

II. Each group is given newsprint, a felt tip marker and an instruction card. The cards read as follows:

1. In two separate columns on your newsprint, list all the qualities you can think of that you a) do look for, and b) do not look for in a male friend.
2. Same instructions with regard to a female friend.
3. Same instructions with regard to a date of the other sex.

Groups have 10-15 minutes to complete their lists.

III. Groups come back together, and the lists are posted after the facilitator records on each list that group's instructions, i.e., "male friend", "female date", etc.

Processing focuses on the similarities and differences in the lists, expectations each sex has of the other, how realistic some of these expectations are, how each sex feels seeing what is expected of them.

1. Created by Barb Watts and Rich Hollingsworth.

HOW DO YOU FEEL?: TOPICS FOR GROUP DISCUSSION BETWEEN WOMEN AND MEN[1].

Goals

I. To stimulate expression of feelings concerning sex role issues.

II. To provide an open atmosphere in order to communicate those feelings clearly to others.

III. To encourage and increase listening and feedback skills.

Group Size

At least six participants.

Time Required

Depending on the group, anywhere from 45 minutes to two hours.

Materials

Copies of topic questions.

Physical Setting

Room large enough and comfortable for the participants

Process

I. If there is a large group, the facilitator divides participants into smaller groups of six. "Topics for Group Discussion" are distributed with the explanation that there will probably not be time to discuss all questions, but to choose one issue at a time that interests the group and explore it in depth.

II. The total group is reconvened and participants are invited to share comments and reactions with each other.

TOPICS FOR GROUP DISCUSSION

1. Women--If you marry, do youplan to keep your own name? Why or why not?
   Men--How would you feel if your fiancee planned to retain her name? Would you take her name after marriage?
2. Women and men--How do you feel about the usual set-up of the woman staying at home to raise the children? Why is it assumed that this arrangement is the best? Are you interested in looking at other options for your own family-to-be?
3. Men--How does it feel to have the major responsibility for arranging dates? Has a woman ever asked you out? How did you feel?
   Women--Have you ever asked a man for a date? If you haven't but want to, what feelings or thoughts are holding you back.
4. What is being said by couples who "keep trying" to have a baby boy?
5. Men--How will you feel about your son playing with dolls? Not being good at sports?
   Women--Can you remember what you were encouraged to play with as a child? Rewarded for doing well?
6. Women--How do you feel when a carload of males yells or whistles at you? Do you do anything comparable to men?
   Men--How would you feel if you overheard women commenting on your body?
7. If there's only money for one graduate education, how would you (as part of a couple) decide who continues school? Assume it is equally important to both of you.
8. What is really being said when a woman reports that her spouse "helps with the housework?"

[1]Compiled by Carolyn Carder and Cindy Straub

SHOW ME THOSE LEGS![1].

Goals

I. To promote awareness of sex-role stereotypes as related to physical setting.

II. To experience a role reversal relating to judging and being judged.

Group Size

Ten to 20 participants, approximately equal numbers of males and females.

Time Required

Approximately one hour, varying according to method of processing.

Materials

Sheet hung on a rope, or similar screen-type set up, pencils, paper, felt tip markers.

Physical Setting

Large room with adjacent area where group can meet privately.

Process

I. Facilitators (one male and one female) introduce the exercise as a contest wherein the males will be judged by the females. Groups split by sex and further directions are given by each facilitator.

II. Men are instructed as to the serious nature of the event, told not to talk when they are behind the screen, and advised to focus on their feelings throughout the event. They remove shoes and socks and roll up their pant legs to their knees. Contestants are marked with a number written on their foot with a felt tip marker.

III. Women are advised to judge the men's legs on appearance, poise, and talent. They are also instructed to verbalize their comments and reactions so the contestants can hear them.

IV. The female facilitator "emcees" the contest, and leads the women in reaching a decision as to the winner.

V. The group is brought back together for processing. This can be done in several ways. One suggestion is to fishbowl: have the males form an inner circle and discuss while the women observe, then have the women in the center with the men observing.

Facilitators should focus on feelings the exercise produced in the participants, hesitancies they experienced, things that surprised them about the behavior of the group. After the fishbowl, the group can be brought back together for discussion of the issues beyond physical appearance relating to stereotyping. What role did power/powerlessness play in the experience? What is involved in judging and evaluation? Where do "ideals" come from (i.e., ideal man/woman)? Facilitator should attempt to direct the group beyond the immediate experience and discuss the ramifications of stereotyping.

[1]·Created by John Heidke and Carolyn Carder.

THE PARTY[1].

Goals

I. To explore the values and assumptions involved in personal preferences of women and men for male or female social groups.

II. To explore feelings relating to competition and cooperation with same-sex and opposite-sex individuals.

III. To provide participants with information about their behavior in mixed-sex groups.

Group Size

Six to twelve participants.

Time Required

About one hour, depending on length of discussion.

Materials

Notecards and pencils.

Physical Setting

Room large enough to accomodate four small groups with minimal noise interference.

Process

I. Facilitator directs group members to think about themselves arriving at a party without a companion. They are instructed to note four placecards taped in different parts of the room reading as follows:

Men I know as friends.

Men I don't know.

Women I know as friends.

Women I don't know.

Participants are told to write down on one side of their cards the group they would be most likely to join at the party and on the other

side, the group they would be least likely to join. They are then directed to sit close to the sign representing the group they had indicated they would be most likely to seek out.

II. When people have formed their groups, the facilitator explains that they are to spend ten minutes talking within their groups about the reasons each of them made the choice they did, and the feelings they might have if they were actually with the people chosen as "most likely." At the end of the discussion, the facilitator refers everyone to the group written on their cards as "least likely to join." The placement and discussion process is repeated within these small groups.

III. The group is reassembled as a whole, and people are asked to share reasons for and feelings about their choices. Commonalities and differences are explored, particularly those related to cooperation and competition. As an introduction to the next sequence, the role of competition and cooperation in social situations is outlined by the facilitator. Explicit labeling of possible behaviors is encouraged.

IV. Facilitator explains that opposite ends of the room are to represent the end points of a response continuum. The facilitator reads the statement "I tend to compete (or cooperate) with people of my own sex" and asks participants to physically stand in the spot that expresses their response to the statement. After noting where they are in respect to other members of the group, members share their reasons for the choices, feelings elicited by the choices, and possible links with sex-role behaviors are noted.

V. Participants then place themselves on a continuum in response to the statement "I tend to compete (or cooperate) with members of the opposite sex." Processing follows the outline of the previous discussion.

NOTE: As an alternative form of placement and processing, participants may be asked to place themselves on each continuum, making mental notes as to the reasons for their choices. Processing occurs after the placements on both continuums have occured.

VI. Participants are asked to verbally complete the statement, "When I'm in a competitive situation, I feel..." The group is then asked to generate possible alternative behaviors to decrease negative feelings in such situations. The links between competition and sex-linked behaviors are noted, especially those pertaining to assertiveness in interpersonal relationships.

1. Created by Carolyn E. Carder.

THE PERSON BEHIND THE DOOR

Goals

I. To increase awareness of sexual stereotypes.

II. To generate open, frank discussion of feelings about "masculinity", and "femininity".

Group Size

Six to ten.

Time Required

One hour (dependent on group size).

Materials

Note pads, pencils, newsprint, marker, tape.

Physical Setting

A room with a door must be available in order for someone to be positioned without the knowledge of the participants.

Process

I. Before arrival of participants a person should be located in a room behind a closed door. Suggestion: In choosing someone for this position, try to get someone none of the participants know and someone who is accustomed to giving feedback.

II. Facilitator explains that the group as a whole must determine the sex of the person behind the door. Questions for the person will be written on slips of paper, slid under the door, and the facilitator will read the responses written by the person. Questions must be answerable by "yes", "no" or "sometimes", and may not refer to physical characteristics. The group must reach consensus before the person behind the door will be admitted to the room.

III. When consensus is reached, the facilitator comments on the process of reaching agreement, and admits the person behind the door. The person then shares the feelings generated by the questions and the decision. Processing may also involve discussion of the advantages and disadvantages of stereotypes.

NOTE: The race of the person behind the door may be added as a factor to be determined by the group.

APPENDIX A

Workshop Evaluation

1. Do you feel the expressed goals of the session were met?

not at all completely
1 2 3 4 5

2. Did the workshop promote thinking about yourself and your behaviors?

not at all very much so
1 2 3 4 5

3. How effective do you feel the facilitators were?

ineffective very effective
1 2 3 4 5

4. How did you enjoy the experience?

not at all very much
1 2 3 4 5

5. What part of the session did you find most helpful or interesting?

6. What changes in the experience, if any, would you suggest?

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